

Factors for Me

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students learn about occupational factors and identify factors that interest or are important to them using elements of CIS Occupation Sort.

Time: 75 minutes.

Essential Questions

- What occupational factors are important to me?

Preparation

- Reserve computer lab with overhead projector enabled
- Ensure lab has enough open space for activity
- Establish CIS portfolios before this lesson
- Review PowerPoint presentation
- Create the following three sets of printouts using Occupation Sort:
 - Create the first set of printouts by sorting on the Communicate factor, then print the resulting list when only "A great deal" is selected for both "How much do you want to speak or write as a part of your job?" and "Levels you are willing to use?"
 - Repeat the process and select "Hardly ever" for both on the Communicate factor
 - Repeat the steps above for the factor Physical Activity to create the second set of printouts, selecting "A great deal" for the first printout and "Sitting, rarely moving around" for the second printout.
 - For the third set of printouts, repeat the steps above for the factor Variety, selecting "A great deal" for the first printout and "Hardly ever" for the second printout
- Before class, hang the first set of printouts (the Communicate factor) in the room, across the wall from each other

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about occupational factors and to identify the factors that interest or are important to them.
2. Explain that factors are occupational characteristics, the unique and defining features of an occupation.
3. Ask students to walk around the room and review the two printouts, then stand by the printout that contains more of the occupations they like.
4. Ask students to collaborate and speculate as to what might be the common factor of these occupations.
5. Explain to students that these lists were created using CIS Occupation Sort, sorting on the factor Communicate. One printout includes occupations that require a great deal of communication; the other lists occupations that require very little communication.
6. Explain that Communicate means to speak or write clearly when working with others.
7. Ask students: "Does learning about this factor influence where you wanted to stand? If so, move to the side of the room that you now prefer."
8. Ask students to discuss within their groups why they prefer having this factor at the level they selected when considering career choices.
9. Tell groups to identify a reporter and ask the group reporter to share the group's comments.
10. Remove the first set of printouts and post the next set, based upon Physical Activity. Ask students to repeat the review for these two new occupations lists and stand by the list they prefer.

11. Ask students to discuss with those around them what might be the common factor of these occupations.
12. Explain to students that the lists were created using the factor Physical Activity; in Occupation Sort physical activity means using your body to accomplish work-related tasks.
13. Tell students one printout includes occupations that require a great deal of physical activity; the other lists occupations that require little physical movement.
14. Ask students: "Does learning about this factor influence where you wanted to stand? If so, move to the side of the room that you now prefer."
15. Again, ask students to discuss within their groups why they prefer having this factor at the level they selected.
16. Remove these printouts and hang the third set, based upon the Variety factor, asking students to review these two occupations lists and stand by the list they prefer.
17. Ask students to discuss with those around them what might be the common factor of these occupations.
18. Explain to students that these lists were created using the factor Variety; in Occupation Sort Variety means that you change what you do several times a day.
19. Tell students that the first printout includes occupations that require a great deal of variety; the second lists occupations that involve very little variety.
20. Ask students: "Does learning about this factor influence where you wanted to stand? If so, move to the side of the room that you now prefer."
21. Ask students to discuss within their groups why they prefer having this factor at the level they selected.
22. Ask: "Did any of you feel uncomfortable with having to choose 'A great deal' or 'Hardly any?'"
23. Inform students that in Occupation Sort, there are 28 factors, not just the three examined today. Each factor has five levels, not just the two that you saw today.
24. Tell the class that they will now use Occupation Sort.
25. Show PPT Slides 2-4. Demonstrate Occupation Sort.
26. Show PPT Slides 5 and 6. Show students how to use the Occupations Not On Your List link and Why Not buttons. Explain that this process allows them to view all occupations eliminated by their selections.
27. Show PPT Slides 7 and 8. Demonstrate how to compare occupations.
28. Ask students to log into CIS using their personal usernames and passwords.
29. Ask students to use Occupation Sort, selecting just three factors of interest.
30. Instruct students to review the occupations on their lists, almost on their lists, and not on their lists and compare the occupations' coding for various factors to their own interest in the use of those factors. Refer to Slide 8 to explain Occupation Sort's Compare feature and tell students that the chart displays the levels of the factors used. If there is green behind a factor name, the two occupations share a level for that factor. If there is orange, their levels almost overlap, and if there is red, they do not share the same level.
31. Ask students to identify which of these occupations is most appealing to them.
32. Allow students to use the Compare feature again and repeat this analysis.
33. Ask students to save their results with reflections about what they learned about an occupation of interest and its attributes.

Variations and Accommodations

- Instruct students to "Go Extreme" using Occupation Sort. Require them to use only the extremes for each factor they select, as exemplified in the activity above. Tell them that their goal is to create a list with less than ten occupations. Write a paragraph about which factors and levels they selected to "Go Extreme," and why those factors are important to them.
- Work one-on-one with any student needing special assistance. Review the definitions of each attribute carefully with the student.

Assessment

Use the *Factors for Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with overhead projector and CIS access

Occupation Sort printouts, described in Preparation

[Factors for Me \(PPTX\)](#)

[Factors for Me Scoring Guide \(PDF\)](#)

[Factors for Me Scoring Guide \(DOCX\)](#)

Tape

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Language
- Mathematical Practice: Attend to Precision
- Mathematical Practice: Look for an Make Use of Structure

National Career Development Guidelines

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Career Development, Academic Development

Bloom's Taxonomy: Understanding, Analyzing, Evaluating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills

- Create Positive and Supportive Relationships with Other Students
- Demonstrate Empathy
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment